

Title II of the Higher Education Act Institutional Report

Report Year 1

Academic year: 1999-2000

Fall 1999, Winter, 2000, Summer 2000

Institution name: **Central Methodist College**

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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name	Central Methodist College						
Institution Code	6089						
State	Missouri						
Number of Program Completers Submitted	123						
Number of Program Completers found, matched, and used in passing rate Calculations¹	113						
					Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment t	Number Passing Assessment t	Institutional Pass Rate	Number Taking Assessment t	Number Passing Assessment t	Statewide Pass Rate
Professional Knowledge							

Academic Content Areas							
Education in The Elementary School	010	3			36	35	97%
Elem Ed Curr Instruc Assessment	011	75	69	92%	1614	1547	96%
Early Childhood Education	020	15	15	100%	256	256	100%
Eng Lang Lit Comp Content Knowledge	041	3			172	168	98%
Social Studies: Content Knowledge	081	2			276	269	97%
Physical Ed: Content Knowledge	091	5			166	144	87%
Music Content Knowledge	113	6			129	122	95%
German Content Knowledge	181	1			5		
Biology Content Knowledge Part 1	231	2			92	90	98%
Other Content Areas							
Speech Communication	220	1			35	35	100%
Teaching Special Populations							

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name	Central Methodist College					
Institution Code	6089					
State	Missouri					
Number of Program Completers Submitted	123					
Number of Program Completers found, matched, and used in passing rate Calculations¹	113					
				Statewide		
<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment³</i>	<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge				144	142	99%
Aggregate - Academic Content Areas (Elementary Education, Math, English, Biology, etc.)	112	101	90	3148	3026	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	1			101	100	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				319	318	100%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	113	102	90	3678	3553	97%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: 468

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? 149

3. Please provide the numbers of supervising faculty who were:

7 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

9 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

37 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: 18

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 8.3
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 37.5 hours. The total number of weeks of supervised student teaching required is 8. The total number of hours required is 300 hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

X Yes _____ No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? _____ Yes X No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

Values

Central Methodist College affirms its Wesleyan heritage and its unique place as the only United Methodist-related College in Missouri. The location of its main campus in a small, historic, rural community provides an

opportunity for students to live and to learn in a safe setting. The college values its strong liberal arts tradition, providing a foundation for excellent professional programs. CMC and its outreach activities foster an environment in which a diverse student body can develop intellectually, socially, and spiritually. College life emphasizes honesty, integrity, civility, and a strong sense of personal responsibility as integral elements of character and leadership. Central Methodist College nurtures a spirit of community and caring among students, faculty, and staff.

Mission

Central Methodist College integrates a high quality liberal arts education and professional preparation to promote character and leadership through lifelong learning, social responsibility, and service.

2. Educational Philosophy

Educational Goals

The Central Methodist College experience engenders, through the academic program and opportunities for practical experiences, student growth in knowledge, personal integrity, spirituality, and professional competence. In addition, students are challenged to develop a sense of global citizenship and a commitment to the betterment of the world. Students with a CMC education are prepared to:

Academic Goals

- Demonstrate knowledge of the liberal arts and academic specialties as well as technical skills and professional competencies.
- Think critically and conceptually and apply their knowledge and skills to the solving of problems.
- Communicate accurately and effectively through listening, speaking, and writing.

Character Goals

- Continue to develop self-knowledge, confidence, and a sense of honor and commitment by assuming responsibility and leadership in the service of others.
- Seek an understanding of ideas, issues, and events within and beyond their immediate community and appreciate the gifts of diversity.
- Evaluate their personal strengths and abilities, and explore appropriate career choices in a changing world.
- Have the courage to make decisions based on considerations of ethical, aesthetic, economic, and environmental consequences.
- Commit themselves to a life exemplifying values in relationships with self, family, church, college, and community.

3. Conceptual Frameworks

Conceptual Goal Statements

The Central Methodist College Division of Education is revisiting and rewriting our conceptual framework. The formal process was initiated on Monday, March 2, 2001. This step is part of our Missouri Standards for Teacher Education Programs. The sixteen goal statements have been serving as our foundation for over a decade.

- > The teacher understands the concepts, tools of inquiry, and structures of the discipline(s) within the context of a global society.
- > The teacher creates learning experiences that make the subject matter meaningful for students.
- > The teacher understands how students learn and develop in order to provide learning opportunities that support the intellectual, social, and personal development of all students.
- > The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

- > The teacher recognizes the importance of planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.
- > The teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- > The teacher uses an understanding of individual and group motivation and behavior, to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- > The teacher demonstrates effective classroom management skills.
- > The teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- > The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- > The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate more learning for more students.
- > The teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.
- > The teacher assists the students in acquiring knowledge and skills to gather, analyze, and apply information and ideas.
- > The teacher assists the students in acquiring the knowledge and skills necessary to communicate effectively within and beyond the classroom.
- > The teacher assists the students in acquiring the knowledge and skills necessary to make decisions.
- > The teacher demonstrates and assists the students in acquiring the knowledge and skills to become responsible members of society.

4. Program completers who teach in the private schools and out of state

At this time, we are unaware of any 1999 – 2000 graduates from CMC teaching in private schools in or out of state.